

**Texas Education Agency
Standard Application System (SAS)**

2014-2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here: <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2014 MAY 20 PM 1:55 DOCUMENT CONTROL DEPARTMENTARY GRANTS </div>
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Lubbock ISD	Vendor ID # 1756001989	Mailing address line 1 1628 19 th Street	
Mailing address line 2 1628 19th	City Lubbock	State TX	ZIP Code 79401-4895
County- District # 152901	Campus number and name 165 – Hodges Elementary	ESC Region # 17	US Congressional District # TX-019
Primary Contact			DUNS # 020333878
First name Denise	M.I. Last name Mattson	Title Executive Director of School Support Services	
Telephone # 806-219-0450	Email address denisemattson@lubbockisd.org	FAX # 806-766-6680	
Secondary Contact			
First name Ruby	M.I. Last name Jackson	Title Principal	
Telephone # 806-219-5829	Email address rjackson@lubbockisd.org	FAX # 806-766-1730	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Berhi	M.I. Last name Robertson	Title Superintendent	
Telephone # 806-219-0070	Email address brobertson@lubbockisd.org	FAX # 806-766-1210	
Signature (blue ink preferred)		Date signed 5/19/14	



Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
		No fiscal-related attachments are required for this grant.
		No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the <u>turnaround model</u>, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that—</p> <ol style="list-style-type: none"> 1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed with teacher and principal involvement; <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Hodges Elementary will utilize the 2014-2017 TTIPS grant to support the current process of **transforming** a priority campus with tremendous needs. Since Hodges experiences a history of low performance as well as slight academic improvement, this grant offers an avenue to **raise student achievement by increasing the effectiveness of teacher and campus leaders, improving instruction through targeted professional development, creating a strong culture of school community, and providing operational flexibility.** The goals and expectations of this grant align with the existing Campus Improvement and Texas Accountability Intervention System (TAIS) because it prepares students to be college and career ready.

Hodges Elementary is a Title 1 campus located in Lubbock, Texas. The school primarily serves students that are identified as minorities with about 93% receiving free and reduced lunches. In prior years, over 50% students have not met standards of performance in all academic content areas as measured by district and state assessments. Additional funds open innovative ways to resolve the factors that Hodges currently faces. If awarded a 2014- 2017 TTIPS grant, Hodges Elementary has the potential to advance school effectiveness which will lead to the improvement in both state and federal accountability ratings.

Upon completion of the TAIS Needs Assessment process, the Hodges Elementary Leadership Team identified the school's top five needs: (1) **improve the literacy achievement of all students**, (2) **improve the math achievement of all students**, (3) **increase effectiveness of instructional strategies to increase student engagement**, (4) **improve the school culture/climate**, and (5) **improve parent and community involvement**. In order to verify the TAIS results, a survey was conducted to retrieve input from a diverse group of stakeholders that are involved in the process of the transformation model. The leadership team plans to review and make updates when necessary to ensure that Hodges continues to meet the required and expected progress for the five areas defined in the (CSF), as well as all TEA and statutory requirements.

Hodges' comprehension plan includes the following items that will address each of the Critical Success Factors:

1. Improve Academic Performance
 - a. Implementation of a research-based, comprehensive literacy and math program
 - b. Improve the school's RTI process in the area of literacy and math
 - c. Allocate funds towards support services such as technology and personnel
2. Increase the Use of Quality Data to Drive Instruction
 - a. Form data teams to support teachers in the process of analyzing data to drive instruction
 - b. Develop a framework that includes assessment for summative, formative, and progress monitoring for literacy and math standards
3. Increase leadership effectiveness
 - a. Provide professional development, instructional coaching, and collaboration meetings to develop the administrative, coach, and teacher teams of professionals.
 - b. Provide incentives for highly effective staff
4. Increase learning time
 - a. Offer extended opportunities for academic growth including after school clubs that foster skills and development in all areas of social, emotional, physical, and mental health.
 - b. Provide extended year though summer camps
5. Increase parental and community involvement
 - a. Implement monthly classes for parents and guardians that include technology, nutrition, parent education, and other ways to help students achieve success
 - b. Develop newsletters to engage and inform parents of Hodges' successes
 - c. Conduct surveys to receive input from stakeholders

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

1. Improve school climate
 - a. Implement positive behavior support systems programs
 - b. Increase recognition of students who are meeting school wide expectations as well as staff members who are utilizing instructional strategies to gain academic achievements
2. Increase teacher quality
 - a. Instructional coaches provide continuous on-site professional development in the areas of literacy and math through planning, modeling effective, research-based instructional practices, and giving feedback
 - b. Reward teacher effectiveness through incentive program

After analyzing the proposal, the team sought to create a financial outline to accompany the strategies listed in the overall action plan. In order to create the budget, the team carefully reviewed the outlined proposal to determine the analysis of items. The funds would be allocated towards curriculum materials, quality professional development, technology resources, support services, and incentives for teacher effectiveness. Each line item on the budget fits within the scope and intent of the grant and could easily be implemented with the funds provided by the 2014-2017 TTIPS grant.

Finally, the Hodges Leadership Team determined that a Grant Coordinator would need to be hired to oversee the implementation and effectiveness of the grant components. The primary responsibility of this role would be to manage the action plan and ensure that each CSF was addressed in the implementation. As the Grant Coordinator, this person will work with all participants to communicate progress towards meeting the expectations outlined in the (CSF). They will also advise the leadership team of any necessary changes within the duration of the transformation model process. In addition to the leadership team, involvement from staff, parents, and community members play a critical role in the evaluation of the program, too. The grant coordinator will establish strong communication lines between all stakeholders to ensure the effectiveness of the action plan is meeting the targeted goal. Documentation such as walk-throughs, observations, and instructional rounds serve as tools to evaluate teacher and student performance. This documentation can also be used to analyze the progress of providing high quality instruction to promote literacy and math achievement and student engagement. In addition, the grant coordinator would facilitate working relationships between the school and community to increase parental and community involvement. To measure progress in this area, the team would track the percentage of parental and community involvement throughout the year to ensure that Hodges increases the amount of participants each time.

In conclusion, the TTIPS grant launches student achievement by providing funds to implement the initial phase of change. However, it is through the process of this program that individuals will be able to strengthen their knowledge not only in core instruction but they will also experience the power of a positive school climate. With these two attributes in hand, Hodges will sustain the academic and relational growth because the foundation of the proposal centers on developing a structure which supports the most important relationship of all for school improvement, teachers and students.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.

Fund code:
276**Budget Summary**

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$2,136,111	\$82,500	\$2,218,611	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$407,600	\$	\$407,600	\$
Schedule #9	Supplies and Materials (6300)	6300	\$522,251	\$5,000	\$527,251	\$
Schedule #10	Other Operating Costs (6400)	6400	\$144,000	\$10,000	\$154,000	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$
Total direct costs:			\$3,209,962	\$97,500	\$3,307,462	\$
1.850% indirect costs (see note):			N/A	\$59,538	\$59,538	\$
Grand total of budgeted costs (add all entries in each column):			\$3,214,962	\$157,038	*\$3,367,000	\$

Administrative Cost Calculation

Enter the total grant amount requested:	\$3,367,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$168,350

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$1,213,152	\$999,448	\$1,154,400	*\$3,367,000

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher	3		\$133,981	\$
2	Educational aide	6		\$238,329	\$
3	Tutor	12		\$288,000	\$
Program Management and Administration					
4	Project director	1		\$75,000	\$
5	Project coordinator	1		\$215,158	\$
6	Teacher facilitator	5		\$693,550	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
21				\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$1,644,018	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$1,050	\$
26	6119	Professional staff extra-duty pay (Saturday School(30,000), Tutoring(105,000), Parent Involvement(5,400), Professional Development(30,000), Incentives(81,000)		\$275,400	\$
27	6121	Support staff extra-duty pay (Saturday School(5,000), Tutoring(10,000), Parent Involvement(2,000), Professional Development(10,000), Incentives(12,000)		\$15,000	\$
28	6140	Employee benefits		\$283,143	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$574,593	\$
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$2,218,611	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	\$
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service: Copier Services Contract		<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service: Additional copier for grant activities				
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award	
1	Contractor's payroll costs: # of positions:	\$	\$	
Contractor's subgrants, subcontracts, subcontracted services		\$10,800	\$	
Contractor's supplies and materials		\$	\$	
Contractor's other operating costs		\$	\$	
Contractor's capital outlay (allowable for subgrants only)		\$	\$	
Total budget:		\$10,800	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Communities in Schools		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: provide support for at-risk students			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1	\$106,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$4,000	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$110,000	\$	
3	Specify topic/purpose/service: Afterschool Extended Day Program		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Provide services for extended day program			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 25	\$210,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$10,000	\$
	Contractor's other operating costs		\$5,000	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$225,000	\$	
4	Specify topic/purpose/service: Mathematics professional development		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Increase teacher effectiveness in using research-based mathematical strategies			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1	\$14,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$1,000	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$15,000	\$	
5	Specify topic/purpose/service: Provide professional development in mobile technology use		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Train the education staff in the appropriate use of the new technology in order to achieve the maximum benefit			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 2	\$42,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$3,000	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$45,000	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$405,800	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$405,800	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$1,800	\$	
(Sum of lines a, b, c, and d) 3-Year Grand total		\$407,600	\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized							
#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award	
6399	1	Tablets-Mobile devices	Provide one to one access for primary grades	360	\$279	\$382,049	\$
	2	Small Laptop Computer	Provide one to one access for intermediate grades	310	\$290		
	3	Regular Laptop Computers	Provide regular size computers for project based activities in classrooms for student use	150	\$845		
	4	Carts for Tablets	Carts for tablets to charge, update and secure	14	\$1,850		
	5	Server for Tablets	Server for tablet software	4	\$1,101		
	6	External Hard Drive	Hard drive to support the tablet server	4	\$90		
	7	Carts for Laptops	Carts for laptops to charge and secure	18	\$1,390		
	8	Laptop Computer	Workstation for new staff in grant	5	\$1,625		
	9	Printer	Printer for workstation for new staff in grant	5	\$230		
	10						
	11						
6399	Technology software—Not capitalized				\$90,752	\$	
6399	Supplies and materials associated with advisory council or committee				\$	\$	
Subtotal supplies and materials requiring specific approval:					\$472,801	\$	
	Remaining 6300—Supplies and materials that do not require specific approval:				\$54,450	\$	
3-Year Grand total:					\$527,251	\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 152901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$85,500	\$
	Specify purpose: Kagan – Level 1 Structures Training (15), Kagan Certified Trainer (2), and Continuum Of Learning Training (9) Apple Education (2)		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$68,500	\$
3-Year Grand total:		\$154,000	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			538	
Category	Number	Percentage	Category	Percentage
African American	82	15.2%	Attendance rate	95.6%
Hispanic	427	79.4%	Annual dropout rate (Gr 9-12)	DNA
White	21	3.9%	Annual graduation rate (Gr 9-12)	DNA
Asian	0	0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	48%
Economically disadvantaged	500	92.9%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	55%
Limited English proficient (LEP)	23	4.3%	Students taking the ACT and/or SAT	DNA
Disciplinary placements	2	.3%	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

Comments

Hodges Elementary had a 2013 State Accountability Rating of Improvement Required. The campus had a mobility rate of 29.1% which is higher than the state average of 17.9%.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0
Hispanic	9.9	30.7%	Bachelor's degree	24	73.8%
White	22.5	69.3%	Master's degree	8.5	26.2%
Asian	0	0%	Doctorate	0	0
1-5 years exp.	11.5	35%	Avg. salary, 1-5 years exp.	\$37,411	N/A
6-10 years exp.	8	24.7%	Avg. salary, 6-10 years exp.	\$42,656	N/A
11-20 years exp.	7	21.6%	Avg. salary, 11-20 years exp.	\$45,689	N/A
Over 20 years exp.	6	18.5%	Avg. salary, over 20 years exp.	\$57,198	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	40	80	79	77	85	82	95								538
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	40	80	79	77	85	82	95								538

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	2	4	4	4	4	4	4								26
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	2	4	4	4	4	4	4								26

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Schedule #13—Needs Assessment

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In determining the needs of our campus, we followed the Texas Accountability Intervention System (TAIS) process. The following is a brief description of the five steps that the campus used to go through this process.

Step One: Establish Purpose of Needs Assessment and Establish the Team

The campus began by deciding upon the stakeholders and created a TTIPS team that would go through the process of completing the needs assessment. It was decided that the most relevant stakeholders, and sources of input, would be: teachers, staff, parents, students, and community members. The TTIPS team was created with members from each of these groups.

Next, the TTIPS team reviewed the history of the campus and the existing mission and vision and determined that they both reflected the goals and values of the campus. This was done so that the TTIPS team would have a clear understanding of the direction in which the campus needed to go to achieve the desired outcome.

Step Two: Gather Data

Once the TTIPS team had determined the desired outcome of the needs assessment process, it began to collect data that would help make informed decisions. The data sources examined included:

- AEIS/TAPR reports
- Campus PBIS/Discipline reports
- Students' grades
- Attendance reports
- State assessment data, including STAAR and TELPAS
- SAT 10/Aprenda data for 2nd grade
- iStation reports
- PEIMS data
- Parent and Student surveys
- Organizational Health Inventory (OHI) survey
- WE Teach instructional staff survey
- WE Learn student survey
- District 6 Weeks Assessment data
- Instructional Rounds data
- Data Wise data

Step Three: Data Analysis

Once all of the available data was collected, an overview was created using the most relevant sources to pinpoint trends over time. This enabled the TTIPS team to see in which areas student performance was increasing or decreasing and created a picture of the past; an indicator of the present; and a predictor of the future. Furthermore, the data overview revealed both campus strengths and areas where improvement is required. This helped narrow the focus of our needs assessment process and gave the team talking points upon which to begin discussion.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Next, the TTIPS team used the Critical Success Factors (CSFs) to begin to analyze the relevant data. Each CSF, and the associated questions from the TAIS Needs Assessment Guide, was discussed at length. The CSFs included:

- Improve Academic Performance
- Increase the Use of Quality Data to Drive Instruction
- Increase Leadership Effectiveness
- Increase Learning Time
- Increase Family and Community Engagement
- Improve School Climate
- Improve Teacher Quality

In addition to the seven CSFs, the TTIPS team also examined the campus support systems that contributed to low performance. These support systems included: Organizational Structure, Processes and Procedures, Communications, and Capacity and Resources. Our current organizational structure with the support of an Associate Superintendent for Priority Schools supports the understanding that Priority campuses have a hired need for differentiated support

Step Four: Conduct a Root Cause Analysis

Once the TTIPS team had identified the areas of low performance and other areas of concern, the team began to conduct a root cause analysis to determine why the problems have occurred. The team used the 5 Whys Protocol to help ask the appropriate questions that would reveal the causal factors of the identified problems.

Step Five: Prioritize Needs

The goal of this step is to prioritize the needs so that available resources can be utilized wisely in order to have the most impact on the areas of low performance. To begin, the TTIPS team reviewed the initial purposes that were identified in Step One. This was done to ensure that the team was still focused on the areas of low performance. Then, the identified problems were discussed and ranked, in order to establish connections to the areas of need.

Conclusions

Undergoing the TAIS Needs Assessment process enabled the TTIPS team to accomplish the following:

- Identify the strengths in student performance: Reading, Science
- Identify the weakness in student performance: Math and Writing
- Identify areas of low performance: Reading, Math and Writing
- Determine the root causes of low performance: Instruction/Teacher Quality, Poor Student Engagement, Lack of Parent Engagement and School Climate

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve literacy achievement of all students (reading/writing)	Achieve 3000, intervention program, professional development for teachers, interventionists for each grade level, extended library hours, summer library hours, ESL coach and interventionist, state/ national conferences, after school programs, literacy planning days, Literacy Night, AVID tutors, classroom libraries
2.	Improve mathematics achievement of all students	Math staff development, LoneStar Learning, Grade 3-5 instructional coach, interventionists, Math Solutions, Renaissance Math, Aha! Math, state conference, extended day program, after school tutoring, family math night, manipulatives, math summer camp, AVID tutors
3.	Increase effectiveness of instructional strategies to increase student engagement	AVID, Project-Based Learning, staff development, technology sites/ resources, state/ national conferences, technologists
4.	Improve school culture and climate	Student incentives, staff recognition, SOS staff, No Excuses Universities, Conscious Discipline, school theme resources, college banners, published newsletter/newspaper
	Improve parent and community involvement	Parent classes, parent section in library, parent incentives, newsletters, parent room resources, parent surveys, Home libraries, homework supply kit, Extended Day program

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Schedule #14—Management Plan

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Associate Superintendent for Priority Schools, member of Superintendent Cabinet
2.	TTIPS Project Manager	Mid-Management certificate desired, ability to organize and coordinate a schoolwide grant program, ability to interpret data, strong organizational, communication, and interpersonal skills, familiarity with federal and special program rules and regulations, ability to develop and coordinate a continuing evaluation of the federal/special programs, implement changes based on the findings of formative evaluations, serve as liaison between school and other agencies on the projects, ensure that programs are cost effective and that this program is managed wisely, compile budget and cost estimates based on documented program needs, and compile, maintain, and file all physical and computerized reports, records, and other documents required, and coordinate with higher education institutions
3.	TTIPS Site Coordinator	Bachelor's degree, strong organizational, communication, and interpersonal skills, monitor grant-funded programs and their expenditures to ensure compliance with regulations and guidelines, ability to develop and coordinate a continuing evaluation of the federal/special programs, implement changes based on the findings of formative evaluations, serve as liaison between school and district, and interpret data
4.	Coordinator for School Improvement	Mid-Management certificate desired, ability to organize and coordinate a schoolwide grant program, ability to interpret data, strong organizational, communication, and interpersonal skills, familiarity with federal and special program rules and regulations, ability to develop and coordinate a continuing evaluation of the federal/special programs, implement changes based on the findings of formative evaluations, ensure that programs are cost effective and that this program is managed wisely, compile budget and cost estimates based on documented program needs, and compile, maintain, and file all physical and computerized reports, records, and other documents required
5.		
6.		
7.		

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on the needs of the students, the Lubbock ISD will investigate, evaluate and utilize providers that provide proven programs and which are research-based and research-verified. Recruiting and selecting high-quality external service providers is accomplished through an established review of provider and their services. The campus leadership team will make recommendations for consideration that are based on the needs assessment of the campus.

The Lubbock ISD currently conducts a thorough review of all contracts through several departments to ensure the provider meets the high standard set for each of the providers of service.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 152901

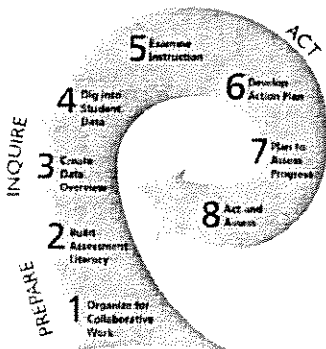
Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the June of 2012, Hodges Elementary created a data team to attend the Data Wise course on the campus of Harvard University. This was a powerful week whereby the team learned about an improvement process that was designed to do more than just integrate data into the culture of the school. Under this initiative, Hodges Elementary was expected to establish school data teams of teachers and administrators who make use of performance data and other information to target educational questions to pursue, identify major gaps in student understanding, identify target areas called *learner-centered problems* (LCP), reframe *learner-centered problems* as *problems of practice* (POP), target solutions to *problems of practice*, and write action plans pinpointing how broadly solutions will be implemented, how they can be implemented and adapted across grade levels and content areas, and on what timelines they will be carried out. Teams are expected to become experts in the use of the data tools such as the data dashboard established in the Lubbock ISD and in the Data Wise process. The goal is for teams to share their knowledge with the broader school community throughout the year to stimulate instructional change and improvement in the conditions of teaching and learning.

Throughout the 2012-13 and 2013-14 school years, Hodges Elementary had the support of Harvard fellows through on-site visits and live webinars from Harvard. The supports were helpful as the campus determined one problem of practice and followed one Data Wise cycle and concentrated on learning the eight step process. An integral component of the Data Wise model is that teachers will come to shared conclusions about what constitutes good instructional practice in a given area and hold each other accountable for its implementation. The research indicated that even if teachers were comfortable with and logistically able to spend time watching each other teach, they were seldom comfortable giving feedback that was not positive. The Hodges Data Wise process is designed to turn this school into a learning organization capable of continuous introspection and improvement. The practice of developing a data team and time for teachers to collaborate and observe their peers have been established in the first two years and will be nurtured in order for the process to be integrated into the culture of our school. This process will be used to support implementation of the new curriculum pieces.

Hodges Elementary will continue to adapt Data Wise protocols to address cultural concerns because there are no quick ways to engender relational trust or raise teachers' comfort levels with giving critical feedback to their peers. Cultural change requires tough conversations held in a safe environment with skillful facilitation. The Data Wise model provides many protocols designed to achieve these very ends in the context of data work; these protocols will be readily adapted to the work of cultural change. Hodges has also been implementing instructional rounds during the past two years in which the campus uses a defined protocol for the examining work step of the process. With the TTIPS grant, additional integration of instructional coaches and teacher leaders into the Data Wise work, tasking them with closing the feedback loop and holding teachers accountable for implementation of new strategies will be enhanced. As a collaborative culture grows within the school and faculty takes ownership of instructional improvement strategies, teachers will also come to hold each other accountable for effective classroom practice.

**What is the Data Wise Process?**

The "Data Wise" Improvement Process graphic shown at left illustrates the cyclical nature of this work. Initially, schools *prepare* for the work by establishing a foundation for learning from student assessment results. Schools then *inquire*—look for patterns in the data that indicate shortcomings in teaching and learning—and subsequently *act* on what they learn by designing and implementing instructional improvements.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Before the 2013-14 school year, the Lubbock ISD Board of Directors hired a new superintendent, Dr. Berhl Robertson. With this hire, a restructuring of Superintendent cabinet positions occurred. The new structure included a new Associate Superintendent for Priority Schools position. This particular position was created solely for the support of the campuses which had been identified for state interventions through an Improvement Required designation. Lubbock ISD coined the term "priority schools" before the State used the term for federal accountability. However, all the federally identified Priority campuses are a subset of the Lubbock ISD identified campuses under this Associate Superintendent. During the current year, the Associate Superintendent of Priority Schools has served as the DSCI. The table below shows the Lubbock ISD Priority Campuses and the current intervention and whether the campus is submitting a grant application for TTIPS funding.

Campus Name	2013-14 State Rating	2013-14 Federal Rating	TTIPS Grant Intent
Alderson Elementary	Consolidated with campus with IR designation	Consolidated with campus with Priority designation	
Bayless Elementary	Improvement Required	Priority	YES - submitting
Bean Elementary	Improvement Required	Priority	YES - submitting
Brown Elementary	Improvement Required	Focus	
Ervin Elementary	Consolidated with campus with IR designation	Consolidated with campus with Priority designation	
Guadalupe Elementary	Improvement Required	Priority	YES – not submitting
Hodges Elementary	Improvement Required	Priority	YES – submitting
Jackson Elementary	Improvement Required	Focus	
Stewart Elementary	Improvement Required		
Wolffarth Elementary	Improvement Required	Priority	YES – submitting
Dunbar College Prep Acad	Improvement Required	Priority	YES – not submitting
OL Slaton Middle School	Improvement Required	Priority	YES - submitting

In addition to the new position to support these identified campuses a current position within the Federal Programs department was redesigned to also provide additional support to these campuses since all are Title I campuses. The current Executive Director of School Support is also a part of the Associate Superintendent for Priority School's team for school improvement. Lubbock ISD also embraces the campus Professional Service Provider (PSP) in all aspects of improvement work within these schools. This structure of support for our schools was created in 2013-14 before the announcement of the TTIPS grant and will continue after the grant period should any schools remain that are identified for priority for services. The grant eligible campuses will continue to receive current level of funding in local and federal funds.

The Lubbock ISD has adopted the philosophy that additional, intensive support is critical for the campus leadership at Hodges to lead their turnaround efforts.

The Associate Superintendent for Priority Schools position is not grant funded and will continue to support the campus leadership at Hodges Elementary and does ensure the operational flexibility needed to continue the practices implemented and learned during the grant period. While the campus does plan to add additional positions in the area of professional development, it is the plan of those professional to help develop a highly effective teaching staff in order to maintain the work of continuous improvement.

The campus principal was instrumental in the development of an improvement plan for the 2014-15 school year, which includes activities which are correlated to the Critical Success Factors during the actual development of this grant application. The invested personal time of the principal to be very involved in the actual writing of portions of the grant will prove to be invaluable to the commitment for completion of the grant activities and planned sustainability of the grant.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Additional efforts exist related to the current project include principal collaborative groups. Three of the five schools applying for the TTIPS grant in Lubbock ISD are currently involved in a new collaborative of Lubbock ISD priority principals in implementing The Continuum of Literacy designed by *Fountas & Pinnell Literacy™* which is a comprehensive, systematic approach to high-quality literacy instruction. With the grant funds, Hodges Elementary will be able to implement all components at an accelerated rate and with intensive support for implementation. The intensive professional development planned for teachers with the grant funds and the support of academic instructional coaches will build the capacity of all teachers to provide this high-quality instruction after the grant has expired. The same can be said of the collaborative in regards to mathematics reform. With the intensive support provided through professional development and additional technology the grant will support an accelerated the implementation of the Math Solutions program founded by Marilyn Burns. The professional development and the support in the development of true professional learning communities the teaching staff will have the skills to provide excellent instruction. Any new consumables and training for new staff will be sustained through campus budgets after the grant period.

The campus implemented a process of completing 90-day or quarterly reports on their progress goals established in the 2013-14 school year will continue this activity after the grant period in order to monitor any campus identified goal. This ongoing monitor of the improvement plan has proven to be an excellent activity in the current year. This process also aligns with the campus Data Wise protocol of data analysis which will also continue after the grant has expired.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Comparison of previous year achievement to current year achievement scores on the state administered assessment	1.	Increase of mathematic scores in all student groups measured in Index 1 and decrease of gaps measured in Index 3 on the state accountability system
		2.	Increase of mathematic scores in all student groups measured in Index 1 and decrease of gaps measured in Index 3 on the state accountability system
		3.	Increase in Index 2 of the state accountability system of the student growth gains
2.	Beginning, Middle and End of Year comparison of readiness indicators in primary grades	1.	Reduced number of students identified as needing intervention in grades Kindergarten to 3 rd grade
		2.	Increased the number of students reading at or above grade level by the end of second grade
		3.	Increase the number of Pre-Kindergarten achieving a developed stage on the readiness assessment at end of year.
3.	Condition of climate though perception data	1.	Organization Health Inventory given annually indicates an increase in percentages in each of the ten dimensions of the survey.
		2.	
		3.	
4.	The value added results on school and teacher effectiveness	1.	Effectiveness gains will be greater than 1.0 NCE in each subject area measured
		2.	The number of teachers receiving ABOVE EXPECTED Growth will increase
		3.	Increase the number of teachers in the proficient range on the TAP rubric/new teacher appraisal system
5.	Comparison of behavior data	1.	Decrease the number of discipline referrals
		2.	Decrease then number of students receiving multiple referrals
		3.	

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hodges Elementary will use two electronic systems to collect individual student data. The first system is a Lubbock ISD developed, internal dashboard named Dash1. Dash1 is comprised of many warehouses of data such as, electronic gradebook, student management system (attendance included), and the data warehouse of formative and summative assessment measures. Also, the Lubbock ISD was the pilot site for the Texas Student Data System and all schools has received extensive professional development in the use of targeted student data through this system. The TSDS provides better summaries of results from various student groups, grade-levels and subject areas. Dash1 provides a way to track individual student data in a user-friendly manner. Also, since it is an internal dashboard, many enhancements have been able to be added when needed such as monitor groups and interventions used with the students. There is planned integration to place additional components from the data collected in assessment piece of The Continuum of Learning literacy framework.

If more than one of the campuses in Lubbock ISD receives the TTIPS award, there will be one Project Manager and then Site Coordinators will be at each of the campuses. The Project Manager and the Site Coordinators will support the collection of data on a schedule. As areas of concern are identified, the Project Manager, Site Coordinators, Campus Leadership Team will work to solve them. Other personnel such as the Associate Superintendent for Priority Schools would be consulted if the problem could not be solved without additional support.

Date to Collect	Frequency
Attendance	Daily
Student Grades	Daily, Weekly, Six Weeks, Semester, Annually
Common Formative Assessments	Varies by unit
District-Designed Week Assessment	Six and/or Nine Weeks
TAP Rubric for Teacher Effectiveness	Semester
Primary Readiness Assessments	Beginning, Middle, and End of Year
STAAR Assessments	Annually
Extended Learning Time	Monthly
Organization Health Inventory	End of Year
Parent Involvement Attendance	Monthly
Framework for Principal Retention	Annually
Teacher Retention Guide	Annually
Classroom Observation by Peers with Protocol	Twice a semester
Value-added results of School and Teacher	Annually
Student Observation Records for reading levels	Ongoing

The Project Director will report directly to the Associate Superintendent for Priority Schools who serves on the Superintendent's cabinet which meets each Monday. Any policy and practice will be placed on the Cabinet agenda to discuss changes necessary to support full implementation of the grant activities.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Improve student achievement in reading/writing through the implementation and continuation of the Fountas and Pinnell Continuum of Literacy Learning across all grade levels	8/14	5/17
			B. Improve student achievement in math through the implementation of Marilyn Burns' Math Solutions across all grade levels	8/14	5/15
			C. Improve college and career readiness through AVID	8/14	5/16
			D. Implement a highly guaranteed and viable curriculum that is both vertically and horizontally aligned	8/14	5/16
			E. Implement a response to intervention model for reading using iStation, Achieve 3000 and Fountas and Pinnell Leveled Literacy Intervention	9/14	5/17
			F. Implement a response to intervention model for math	9/14	5/16
			G. Hold regular, ongoing content based vertical and horizontal alignment meetings focused on student data	9/14	5/15
			H. Continue use of the Data Wise School Improvement process to identify and address specific learning centered problems and problems of practice	10/14	5/16
		2. Promote the continuous use of student data (such as formative, interim, and	A. Use the iStation ISIP early/advanced screener to identify specific needs in reading in all grade levels at the beginning of every month	9/14	5/16

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		summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	B. Administer reading and math benchmarks at the beginning, middle and end of the year to assess progress	9/14	5/15
			C. Administer formative assessments to evaluate learning progress and determine what instructional adjustments can be made	9/14	5/15
			D. Monitor students in intervention with ongoing progress monitoring assessments	9/14	5/16
			E. Create assessment teams to administer beginning and end of year assessments to enhance objectivity	8/14	9/14

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Conduct instructional rounds across grade levels and contents to insure curriculum alignment and fidelity of instruction	10/14	4/15
			B. Conduct instructional rounds across grade levels and contents to determine professional development needs	10/14	4/15
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Hold an Instructional Summit each summer to study data and create data overviews (leadership team)	6/15	6/17
			B. Share data overviews with all staff members in August	8/14	9/14
			C. Administer formative assessments to evaluate learning progress and determine the instructional adjustments	9/14	5/17
			D. Utilize running records and authentic writing samples to determine student needs and assist teachers with planning differentiated instruction	9/14	5/17
			E. Provide time and structured agendas for weekly professional learning communities to discuss curriculum and student data	9/14	5/17
			F. Use online data analysis tools (Eduphoria & Lead4ward) to assist instructional staff in regular ongoing data analysis	8/14	5/17
			G. Employ Leverage Leadership Going Deep protocol to analyze assessment data & plan explicit action steps to address needs	1/15	5/15

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal who led the school prior to the commencement of the transformation model.	Ruby Jackson, hired 08-01-2011	NA	NA
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Utilize Principal Retention Framework and Teacher Retention Framework to evaluate performance in addition to state required teacher appraisal system	8/14	5/15
			B. Utilize TAP rubric to provide specific feedback on instructional areas of refinement and reinforcement with all ELAR teachers	9/14	5/15
			C. Conduct instructional rounds across grade levels and contents to provide feedback regarding instruction (coaches, instructional leaderships teams, peers)	10/14	5/15
			D. Use EVAAS value added data to monitor teacher effectiveness with 3 rd -5 th grade teachers.	5/15	5/17
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Plan to meet with leadership team to develop rubric for reward system using STAAR growth measure, value-added data, student achievement, and reading assessment data.	10/14	5/15
			B. Train staff in campus adopted reward rubric.	3/15	5/15
			C. Use assessment team data and other data to determine teacher reward	9/14	12/14
			D.		
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Avoid placing surplus teachers on TTIPS campuses to insure highly qualified teachers	8/14	5/17
			B. Allow TTIPS campuses to hire before non-priority campuses to insure highly qualified teachers	8/14	5/17
			C. Extending contract year to include more professional development for teachers on TTIPS	5/14	5/17
			D. Require all staff to sign a commitment letter to be employed at a TTIPS campus	8/14	5/17
			E. Allow flexibility in removing and/or renewing teacher contracts	8/14	5/17
			F. Supplement teachers' salaries for teaching on a TTIPS campus	6/15	5/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Provide Extended Day Program involving Communities In School to provide intervention and enrichment	9/15	5/17
			B. Provide Super Saturday School twice a month involving AVID and Texas Tech University tutors	1/15	5/17
			C. Provide Extended Year through Summer Camps	6/15	6/17
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Add intervention time within the school day	9/14	5/17
			B. Provide one hour extended sessions (tutoring) at least 4 times weekly concentrated in core content	9/14	5/17
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Provide Extended Day Program involving Communities In School to provide intervention and enrichment	8/15	5/17
			B. Extend library hours two evenings a week and 2 Saturdays per month provide section in library for parents	1/15	5/17
			C. Provide Super Saturday School twice a month involving AVID and Texas Tech University tutors	9/14	5/17
		4. Provide additional time for teachers to collaborate, plan, and	A. Provide ongoing professional development on the Literacy Continuum	8/14	6/17

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		engage in professional development within and across grades and subjects.	B. Hold regular PLC meetings by content and grade level	9/14	5/15
			C. Teachers will engage in professional development utilizing Math Solutions, A Division of Scholastic Inc.	8/14	5/15

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A. Provide monthly classes for parents on various topics including technology, nutrition, and helping your student be successful	1/15	5/17
			B. Develop a monthly newsletter for parents	9/14	5/17
			C. Extend library hours two evenings a week and 2 Saturdays per month provide section in library for parents	1/14	5/15
			D. Provide opportunities for parents/community input through meetings and surveys	8/14	5/17
			E. Increase parent/stakeholder involvement with public meetings, PTA meetings, parent education classes	9/14	5/17
			F. Conduct an outreach program for traditionally "hard to reach" parents	1/14	5/15
		2. Provide ongoing mechanisms for community engagement	A. Provide opportunities for parents/community input through meetings and surveys	8/14	5/17
			B. Increase parent/stakeholder involvement with public meetings, PTA meetings, parent education classes	9/14	5/17
			C.		
			D.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Improve school climate by implementing PBIS strategies	8/14	5/17
			B. PBIS Team meets on a regular basis to review data and adjust schoolwide PBS plan	8/14	5/15
			C. Recognize by providing incentives to students on a regular basis who are utilizing AVID strategies	9/14	5/17
			D. Recognize students with perfect attendance and honor roll students	9/14	5/17
			E. Provide frequent celebrations for staff members to recognize achievements.	9/14	5/17
			F. Administer OHI survey and community/parent engagement survey	5/15	6/15

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Reward teacher effectiveness through incentive program	8/14	5/17
			B. Increase teacher quality by implementing the TAP rubric in addition to the State's required appraisal system	10/14	5/17
			C. Provide content area instructional coaches to support planning, model effective, research based instructional practices, and provide feedback.	8/14	5/17
			D.		
			E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Reward teacher effectiveness through an incentive program based on increased student achievement and/or met established criteria using the TAP rubric and state required appraisal system.	8/14	5/17
			B. Utilize the professional growth plan to assist teachers in improving their professional practice.	8/14	5/17
			C. Follow the district nonrenewal process for teachers.	8/14	5/17
			D.		
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Provide ongoing professional development on the Literacy Continuum	8/14	5/17
			B. Teachers will engage in professional development utilizing Math Solutions, A Division of Scholastic Inc.	8/14	5/17
			C. Regular, ongoing professional learning community time will be provided for teachers by core content area.	9/14	5/17
			D. Provide opportunities for teachers to attend state and national conferences regarding subject specific pedagogy.	10/14	5/17
			E. Provide staff development on poverty simulation and diverse populations.	1/14	3/15
			F.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Reward teacher effectiveness through an incentive program based on increased student achievement and/or met established criteria using the TAP rubric and state required appraisal system.	5/15	5/17
			B. Provide opportunities for teacher improvement and growth by offering scholarships for a post-graduate class.	8/15	5/17
			C.		
			D.		

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Lubbock ISD and the campus have a number of means for formative assessments that will be critical to the successful implementation of the transformation model. The LEA implements student mini-formative assessments every six weeks which are reported in Eduphoria and the Lubbock ISD Dashboard. Although these are very useful tools to evaluate where student are those interval stages, the campus goal is to have teachers and those involved in project implementation utilize formative assessments in an ongoing basis. With the new technology that is being employed on the campus, formative evaluation of student learning will become much easier to obtain and analyze. Formative evaluations can be integrated multiple times throughout an individual lesson providing the teacher with immediate feedback on the student's level of understanding and whether or not information needs further clarification or review. Similarly, the Project Manager will utilize formative data to provide ongoing evaluation of the grant activities and performance, including but not limited to, the following: walkthroughs by the principal, assistant principal and district curriculum support personnel, department meeting sign in sheets, evaluations of professional development activities, mentoring feedback.

The Project Manager will meet regularly with the Campus Leadership Team and others involved in the transformation to review all formative and summative assessment data. The Associate Superintendent for Priority Schools (DSCI) and Project Manager will work together regularly to prepare and evaluate the 90 day plans. The frequency of these formative assessments will allow the campus regular means by which to review data and outcomes. The revision of those plans will allow for the flexibility to make change happen. In addition, the ability to revise the Needs Assessment and Professional Development Plans will allow for meeting the needs of teachers and students as further identified during formative assessments, walkthroughs, planning times, school improvement meetings, and initial activities implemented.

LISD Assistant Superintendent for C&I and LISD Executive Director of School Support Services will collect, analyze, and report on the TEA required performance-based measures as well as additional performance measures at baseline and follow up to more comprehensively determine the effectiveness of the program. Hodges has carefully identified specific objective performance measures and outcomes to help monitor and evaluate the project and to meet program goals. Benchmarks will be set for each for many of those performance measures to ensure that more immediate results can be measured and successes celebrated along the way. The evaluation for examining the effectiveness of the program's strategies will involve the Project Manager and Associate Superintendent for Priority Schools. The evaluation will also include District administrators, project staff, students, parents, and community members associated with the program. Methods of evaluation will include both qualitative and quantitative data collection. The evaluators will extract data from PEIMS and other systems for evaluation. Qualitative data will include student and parent surveys and observations of interactions between teachers and students' formative evaluation will be central in determining the success of the TTIPS program. Throughout the program, the Project Manager, District Shepherd and campus staff will meet regularly to discuss the strengths and weaknesses of the program. They will observe and monitor the implementation of the program and provide assistance and support to the teachers along the way. Formative evaluation will be frequent and ongoing in the following ways: sign in sheets and evaluation for professional development activities, frequent observations of classroom instruction, documented coaching and mentoring sessions, sign in sheets and agendas for departmental meetings and collaborative teacher planning time, formative mini assessments given to students minimally every six weeks, and feedback from parents, students and community stakeholders. The Principal/Project Manager in collaboration with the C&I Superintendent and the Associate Superintendent for Priority Schools/Executive Principal will provide this information to key district personnel on a quarterly basis for review and TEA via 90 day reports and the final evaluation report. Thorough documentation, monitoring, and reporting will allow program staff to anticipate and/or explain any changes in the planned intervention or evaluation. In addition, the Project Manager will engage in formal discussion of critical activities achieved and barriers to success with the project staff. In turn, this information will be used to review and revise program deficiencies as they are encountered, provide for continuous improvement.

The Lubbock ISD has developed a culture of extra support to campuses most in need through its reorganized organizational chart. This support will continue during grant implementation and after.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 152901

Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Campus Leadership Team will complete the development of the Federal Improvement Plan that addresses the required critical success factors.
- Create master schedules that allow for embedded intervention time and have flexibility to change
- Study student data to make best classroom placements and intervention/acceleration plans based on end of year assessments
- Tentatively schedule the back-to-school professional development to encompass plans in the grant
- Create a professional development calendar from current plan but have options to adjust if grant is awarded

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Ttruancy

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 152901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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